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ABSTRACT

In an effort to comply with the Matriculation Plan of the Santa Clarita Community College District, in California, the College of the Canyons (COC) conducted a study to determine student satisfaction with COC's matriculation services. Survey instruments were administered to a representative sample of 1,255 students in 31 courses during normal class times, yielding a 62.8% response rate. Results of the study included the following: (1) the counseling staff received the highest percentage of "excellent" ratings with 31.6%, while registration received the highest number of "fair" and "poor" responses with 37.3% and 17.3%, respectively; (2) overall, Chinese and other Asians indicated the greatest satisfaction with services, while the lowest scores were reported for Koreans and Central Americans; (3) the counseling office received the highest recognition/use rating at 96.7%, followed by the library at 96.1% and placement testing at 95%; (4) the least recognized services were the New Horizons program at 51%, Mental Health Counseling at 66.7%, and Disabled Student Services at 68%; and (5) the services which received the highest satisfaction scores were the Computer Lab (93.48%), Child Development Center (93.44%), and the Health Center (92.41%), while the lowest scores were received by Mental Health Counseling (74.42%), Placement Testing (75.92%), and the Career Center (76.08%). Appendixes include the cover letter, the survey instrument with summary statistics, and responses to open-ended questions. (MAB)

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ED 386 254

College of the Canyons
SANTA CLARITA COMMUNITY COLLEGE DISTRICT

# Survey of Student Satisfaction with Matriculation

## Spring 1995

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by

P. Scott Dixon
For the Matriculation Committee

June 1995

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# College of the Canyons'
# Survey of Student Satisfaction with Matriculation

**June 1995**

## INTRODUCTION

The Matriculation Plan of the Santa Clarita Community College District stipulates a research and evaluation component, which requires investigation to assess "the efficacy of matriculation services and remedial programs and services." Hence, a survey addressing student satisfaction with these services was commissioned by the Matriculation Committee, under the direction of Audrey Green.

This study was performed in accordance with guidelines provided in Design 9 of the Matriculation Local Research Options Project, and with direction and examples provided by Scot L. Spicer, Director of Planning and Research at Glendale Community College, which conducts similar surveys. Design 9 notes that "the ability of students to make wise educational choices requires the use of services and the application of assistance and information they receive to their decision making ... This study [format] attempts to respond to state directives by surveying students about their access, level of awareness, and

satisfaction with specific campus services related to the matriculation process... "

**SURVEY ADMINISTRATION**

The data used in this study were gathered during the Spring semester of 1995 at College of the Canyons, a community college with a student population of approximately 6,700.

The instrument (see appendix) was divided into four sections. The first collected demographic and personal information, however, no identifying information was requested. It was believed that anonymity would result in more honest responses.

The second section asked students for a general evaluation of four aspects of matriculation: faculty, orientation, registration, and counseling, as well as the students' assessment of their overall readiness for study at College of the Canyons

In section three, students were asked to evaluate their knowledge of, use of, and satisfaction with specific campus services; and the last section included two open-ended questions asking students what they would like to relay to the administrators and the faculty of College of the Canyons.

To save on postage costs and to ensure a higher response rate, the surveys were administered in classrooms by instructors during normal class times. The questionnaires were accompanied by a cover letter from Vice President of Instruction and Student Services Carter Doran, Matriculation Coordinator Audrey Green,

and the author. This cover letter gave directions for the administration of the questionnaires and offered appreciation for instructor and student participation (see appendix).

Envelopes containing the surveys and cover letter were delivered to instructors by campus mailbox. Completed questionnaires were returned to me to enter the data, and analyze them by crosstabulations, frequencies, difference of means, and reliability, using SPSS PC+, SPSS for Windows and Quattro Pro software.

**Sampling Frame**

Budgetary limitations precluded a survey of all students, therefore, a sample was sought that would be representative of the student body along major demographic variables.

Pursuant to Design 9, a representative sample can be obtained by selecting specific classes which replicate these demographics. Therefore, a sampling frame was obtained from the Computer Center consisting of all classes according to day and time, which were then analyzed along the lines of ethnicity, gender, and age (source: clasr062 2/14/95). Classes were dropped from the sampling frame that were widely divergent from the student population. The resultant sampling frame for this study consisted of all classes on Tuesday at 9:30 a.m. and 7:00 p.m.

**Response Rate**

Instructors were directed to administer the survey

questionnaire on Tuesday, March 7, 1995. Initially, 25 out of the 34 sample-class instructors did so. A follow-up reminder and another set of questionnaires were distributed to the nine non-respondents three weeks later, on April 3, 1995. After these two requests, 31 out of 34 classes were administered questionnaires by their instructors, for a class response rate of 91.2 percent.

The student response rate may also be calculated according to the total number questionnaires returned to the researcher, 788, in relation to the total number of questionnaires given to instructors for classroom administration, 1,255 (source: clasr062 02/14/95). In this case, the response rate would be 62.8 percent. This writer believes, however, that the latter response rate is biased due to unavoidable and uncontrollable factors, such as absences on the day of questionnaire administration, and drops which could not be accounted for prior to administration.

**Performance of the Survey Instrument**

Overall, the questionnaire performed as expected. However, a few questions resulted in several multiple, incorrect, or otherwise unusable responses.

The question "What year did your graduate from high school?" resulted in 51 unusable answers. Twenty-six students entered the names of their high schools. Others had not yet graduated, or had taken the GED. A bolding of the words "what year" may be a sufficient solution. An additional question addressing non-traditional secondary educations may be yet another alternative.

The question "How many units have you completed at College of the Canyons prior to this semester?" resulted in 46 missing or unusable responses. Some listed all units taken in college, others put only units taken at College of the Canyons. An additional question requesting total college units may prove useful.

Two questions with similar designs, requesting one response, resulted in multiple answers. "Which of the following best describes your current educational goal?" resulted in 40 multiple, and therefore unusable, responses. "Which one of the following campus units do you use most frequently for assistance in selecting and planning your education?" elicited 85 multiple responses where only one was expected. A simple bolding of the word "one" would probably solve the problem. On the other hand, perhaps students should be allowed to pick their top three choices.

Otherwise, the questionnaire and research design performed quite well, resulting in a high response rate and providing informative and timely information in a cost-effective way to the college. This study will be a good foundation for future research of its type.

**REPRESENTATIVENESS**

Crucial to a study of this type is the degree to which the findings may be generalized to the larger population. How closely does the sample represent the population along important aggregate characteristics? in Table 1, ethnicity, gender, day/evening attendance, and age are compared between the sample and student population.

As shown, ethnicity, gender, and day/evening students are accurately represented by the sample. However, the sample contains a lower proportion (-15.5%) of those 25 and older. To assess the impact on the results, the data were weighted according to age and a new set of frequency distributions were run. The differences in results after the weighting were negligible. Thus, unweighted data were used for this report.

**Table 1 -- Representativeness of Sample**

**Ethnicity**

| | student population* | sample | difference |
|---|---|---|---|
| White | 69.0% | 69.7% | +0.7% |
| Latino | 17.3% | 17.8% | +0.5% |
| African American | 2.5% | 2.0% | -0.5% |
| Asian/Pacific Islander | 5.1% | 4.0% | -1.1% |
| Amer. Indian/Alaskan Native | 1.0% | 1.2% | +0.2% |
| Filipino | 2.3% | 1.9% | -0.4% |
| Other | 2.8% | 3.4% | +0.6% |

* Source: MIS report shisr014 of June 5, 1995

**Gender**

| | student population* | sample | difference |
|---|---|---|---|
| Females | 57.5% | 60.0% | +2.5% |
| Males | 42.5% | 40.0% | -2.5% |

* Source: MIS report shisr014 of June 5, 1995

**Class Time**

| | student population* | sample | difference |
|---|---|---|---|
| 9:30 a.m. Tuesday (day) | 56.5% | 58.8% | +2.3% |
| 7:00 p.m. Tuesday (evening) | 43.5% | 41.2% | -2.3% |

* Source: MIS report sdenr062 of February 14, 1995. (Percentages calculated excluding combination day-and-evening students.)

**Age**

| | student population* | sample | difference |
|---|---|---|---|
| Under 20 | 28.1% | 35.0% | +6.9% |
| 20 to 24 | 29.4% | 38.0% | +8.6% |
| 25 and up | 42.5% | 27.0% | -15.5% |

* Source: MIS report shisr014 of June 5, 1995

## EVALUATION OF GENERAL MATRICULATION SERVICES

This section examines respondents' answers to the five-part evaluation of general matriculation services:

1) How would you rate the concern and interest shown in students by the faculty?
2) How would you rate orientation for new students?
3) How would you rate the registration process?
4) How would you rate the helpfulness of the counseling staff you have come in contact with?
5) How would you rate your overall readiness for study at College of the Canyons?

Results are presented in three dimensions: 1) by overall ratings of all respondents to individual items, 2) by use of a scale that represents the aggregate of all five evaluation questions, and 3) by breaking down the five questions independently, and as an aggregate scale, by major demographic variables.

**Overall Ratings**

Table 2 shows overall ratings. The counseling staff received the highest percentage of "excellent" ratings. Students gave the highest number of "good" ratings to their overall readiness for study at COC, followed closely with the perceived concern and interest from faculty. Registration received the highest number of "fair" ratings, as well as the highest number of "poor" responses. (See the section on open-ended comments for students' stated reasons for their ratings.)

**Table 2 -- Overall Ratings**

| | Rate concern and interest of faculty | Rate orientation for new students | Rate registration process | Rate helpfulness of counseling staff | Rate overall readiness for study at COC |
|---|---|---|---|---|---|
| Excellent | | | | | |
| Count | 139 | 65 | 64 | 243 | 142 |
| % | 18.1% | 8.4% | 8.3% | 31.6% | 18.4% |
| Good | | | | | |
| Count | 423 | 322 | 279 | 318 | 444 |
| % | 55.0% | 41.7% | 36.1% | 41.3% | 57.5% |
| Fair | | | | | |
| Count | 161 | 182 | 288 | 104 | 149 |
| % | 20.9% | 23.6% | 37.3% | 13.5% | 19.3% |
| Poor | | | | | |
| Count | 17 | 40 | 134 | 29 | 17 |
| % | 2.2% | 5.2% | 17.3% | 3.8% | 2.2% |
| No opinion | | | | | |
| Count | 29 | 163 | 8 | 76 | 20 |
| % | 3.8% | 21.1% | 1.0% | 9.9% | 2.6% |

***Scale of General Evaluations***

To give a clearer picture of students' total evaluation of matriculation services, a scale was developed that combined the responses of all five questions into one interval level variable. Scores range from 0 through 20, with "excellent" coded as 4, and "no opinion" and missing answers recoded to 0. The higher the score, the greater the satisfaction with services and readiness for study.

A test of reliability was performed on the scale. Reliability is a procedure that analyzes the degree to which individual scale items are correlated with each other. A reliable scale is one in which the individual items measure similar phenomenon in a similar direction.

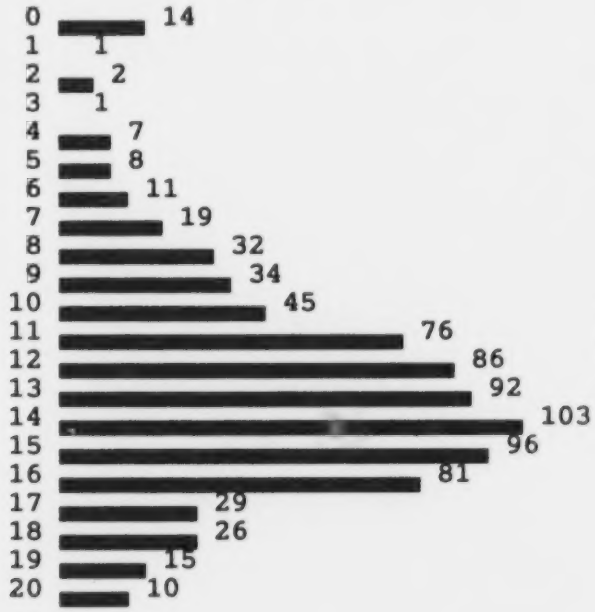
Scale reliability is measured by Cronbach's Alpha, which has a range of -1.0 for a perfect negative linear relationship, to +1.0 for a perfect positive linear relationship. Typically, a scale resulting in an alpha of approximately +0.70 or higher is considered to be reliable. This scale resulted in an alpha of +0.6947.

Selected variables were collapsed into manageable categories and compared vis a vis this general evaluation scale. For example, age was collapsed into three ranges of values and compared along the lines of the total of all five questions.

Figure 1 contains a bar chart and summary statistics. Note that the chart is "negatively skewed," which reflects students' high scores for overall evaluations.

**Figure 1 -- Bar Chart of the Scale of General Evaluations**

RATESCAL Scale of General Evaluations




| | | | | | |
|---|---|---|---|---|---|
| Mean | 12.659 | Std Err | .130 | Median | 13.000 |
| Mode | 14.000 | Std Dev | 3.663 | Variance | 13.420 |
| Kurtosis | 1.557 | S E Kurt | .174 | Skewness | -.923 |
| S E Skew | .087 | Range | 20.000 | Minimum | .000 |
| Maximum | 20.000 | Sum | 9975.000 | | |

Valid Cases 788 Missing Cases 0

## GENERAL EVALUATIONS SCALE by DEMOGRAPHIC VARIABLES

### General Evaluations by Age

Table 3 shows very little difference in the average scores of different age groups on the evaluation scale.

**Table 3 -- Scale of General Evaluations by Age Groups**

==========

- - Description of Subpopulations - -

Summaries of RATESCAL Scale of General Evaluations
By levels of AGEX3 Respondents Age

| Variable | Value | Label | Mean | Std Dev | Cases |
|---|---|---|---|---|---|
| For Entire Population | | | 12.6548 | 3.6679 | 785 |
| AGEX3 | 1 | 19 and below | 12.4582 | 3.5966 | 275 |
| AGEX3 | 2 | 20 to 24 | 12.7425 | 3.4070 | 299 |
| AGEX3 | 3 | 25 and above | 12.7867 | 4.0984 | 211 |

Total Cases = 788
Missing Cases = 3 or .4 Pct

p = .5401 Eta Squared = .0016

==========

Table 4 shows in detail the different ways that different age groups rated matriculation services.

**Table 4 -- Individual Evaluation Questions by Age Groups**

| | Respondents Age | | | Total |
|---|---|---|---|---|
| | 19 and below | 20 to 24 | 25 and above | |
| **Rate concern and interest of faculty** | | | | |
| Excellent | 15.4% | 15.6% | 25.0% | 18.0% |
| Good | 54.0% | 54.1% | 58.0% | 55.1% |
| Fair | 23.5% | 22.8% | 14.5% | 20.9% |
| Poor | 1.1% | 4.4% | .5% | 2.2% |
| No opinion | 5.9% | 3.1% | 2.0% | 3.8% |
| **Rate orientation for new students** | | | | |
| Excellent | 9.9% | 6.1% | 9.5% | 8.3% |
| Good | 43.2% | 43.1% | 38.3% | 41.9% |
| Fair | 27.1% | 24.7% | 16.4% | 23.4% |
| Poor | 7.0% | 4.4% | 4.0% | 5.2% |
| No Opinion | 12.8% | 21.7% | 31.8% | 21.2% |
| **Rate registration process** | | | | |
| Excellent | 6.3% | 7.4% | 12.4% | 8.3% |
| Good | 29.8% | 38.5% | 40.6% | 36.0% |
| Fair | 40.4% | 37.8% | 32.7% | 37.4% |
| Poor | 22.1% | 15.9% | 12.9% | 17.3% |
| No opinion | 1.5% | .3% | 1.5% | 1.0% |
| **Rate helpfulness of counseling staff** | | | | |
| Excellent | 29.2% | 29.8% | 37.3% | 31.6% |
| Good | 38.7% | 43.4% | 41.8% | 41.3% |
| Fair | 16.2% | 14.2% | 8.5% | 13.4% |
| Poor | 2.6% | 4.4% | 4.5% | 3.8% |
| No opinion | 13.3% | 8.1% | 8.0% | 9.9% |
| **Rate overall readiness for study at COC** | | | | |
| Excellent | 15.5% | 18.0% | 22.7% | 18.3% |
| Good | 52.0% | 59.7% | 62.6% | 57.7% |
| Fair | 25.8% | 18.3% | 11.3% | 19.1% |
| Poor | 3.3% | 2.7% | .0% | 2.2% |
| No opinion | 3.3% | 1.4% | 3.4% | 2.6% |

Older students tended to rate the concern and interest of faculty higher than did younger students. However, older students had a higher incidence of "no opinion" for orientation. Older students may not have participated in orientation at College of the Canyons.

Younger students rated registration lower than did older students. Open-ended comments indicate that younger students are aware that other colleges have registration by phone, and, using them as reference groups, feel relative deprivation.

Older students tended to rate the helpfulness of the counseling staff both higher and lower than younger students. Although, younger students had a higher rate of "no opinion."

Older students rated their readiness for study at COC higher than younger students. One explanation could be the culture shock experienced by younger students making the leap from one culture (either high school, home, work, or unemployment) to the community college culture with its vastly different sets of norms and values.

**Evaluations by Ethnicity/Nationality**

Table 5 shows that the greatest satisfaction was shown by Chinese and Other Asians. The lowest scores were reported for Koreans and Central Americans. Although the number of cases for some categories are small, further investigation might be fruitful as regards the college's thrust toward the effective service of diverse cultures.

**Table 5 -- Scale of General Evaluations by Ethnicity/Nationality**

- - Description of Subpopulations - -

Summaries of RATESCAL Scale of General Evaluations
By levels of ETHNIC Respondent's ethnicity/nationality

| Variable | Value | Label | Mean | Std Dev | Cases |
|---|---|---|---|---|---|
| For Entire Population | | | 12.6971 | 3.5828 | 756 |
| ETHNIC | 1 | White Non-Hispanic | 12.7438 | 3.5664 | 527 |
| ETHNIC | 2 | Mexican, Mex/Amer | 13.0235 | 3.1205 | 85 |
| ETHNIC | 3 | Central American | 11.0000 | 4.2426 | 14 |
| ETHNIC | 4 | South American | 11.5000 | 4.6332 | 16 |
| ETHNIC | 5 | Other Hispanic | 12.7000 | 2.4942 | 20 |
| ETHNIC | 6 | Black Non-Hispanic | 13.8000 | 3.5092 | 15 |
| ETHNIC | 7 | Chinese | 15.5000 | .7071 | 2 |
| ETHNIC | 8 | Filipino | 11.5000 | 3.1071 | 14 |
| ETHNIC | 9 | Indian Subcontinent | 11.2857 | 5.5291 | 7 |
| ETHNIC | 10 | Japanese | 12.6667 | 3.8297 | 6 |
| ETHNIC | 11 | Korean | 9.1667 | 7.2503 | 6 |
| ETHNIC | 12 | Vietnamese | 12.7500 | 3.3040 | 4 |
| ETHNIC | 13 | Other Asian | 15.6250 | 2.2638 | 8 |
| ETHNIC | 14 | Pacific Islander | 12.5000 | 3.4157 | 4 |
| ETHNIC | 15 | Amer Ind/Alask Nat | 12.0000 | 2.8284 | 9 |
| ETHNIC | 16 | Middle Eastern | 12.4000 | 3.4705 | 10 |
| ETHNIC | 17 | Other Non-White | 13.0000 | 3.9370 | 9 |

Total Cases = 788
Missing Cases = 32 or 4.1 Pct

p = .1207 Eta Squared = .0300

To coordinate with Computer Center data and to aid in the manageability of results, ethnicity was collapsed into seven major categories. Table 6 shows how respondents of these ethnic categories scored on the evaluations scale. Blacks consistently had the highest percentage of "excellent" scores for all five questions. The lowest ratings of faculty were given by Other Non-Whites. The lowest ratings of orientation and registration were given by American Indian/Alaskan Natives. The lowest ratings of the counseling staff and overall readiness for study at COC were given by Other Non-Whites

**Table 6 -- Individual Evaluation Questions by Ethnicity**

| | Ethnicity - Major Categories | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | White Non His-panic | His-panic | Black Non His-panic | Asian/ Pac. Islndr | Amer. Ind/ Alask Natv | Fili-pino | Other Non White | |
| **Rate concern & interest of faculty** | | | | | | | | |
| Excellent | 19.1% | 15.2% | 28.6% | 21.4% | .0% | 7.1% | 8.3% | 17.9% |
| Good | 56.1% | 53.8% | 57.1% | 57.1% | 44.4% | 42.9% | 62.5% | 55.6% |
| Fair | 19.9% | 24.2% | 7.1% | 17.9% | 55.6% | 35.7% | 16.7% | 21.0% |
| Poor | 1.7% | 1.5% | .0% | .0% | .0% | 7.1% | 12.5% | 2.0% |
| No opinion | 3.1% | 5.3% | 7.1% | 3.6% | .0% | 7.1% | .0% | 3.5% |
| **Rate orientation** | | | | | | | | |
| Excellent | 9.2% | 6.1% | 20.0% | 7.1% | .0% | .0% | 8.0% | 8.5% |
| Good | 40.5% | 43.9% | 40.0% | 60.7% | 33.3% | 28.6% | 56.0% | 42.0% |
| Fair | 22.4% | 26.5% | 20.0% | 17.9% | 22.2% | 50.0% | 20.0% | 23.3% |
| Poor | 5.2% | 4.5% | 6.7% | .0% | 11.1% | 7.1% | 4.0% | 5.0% |
| No Opinion | 22.7% | 18.9% | 13.3% | 14.3% | 33.3% | 14.3% | 12.0% | 21.2% |
| **Rate registration** | | | | | | | | |
| Excellent | 8.1% | 9.8% | 26.7% | 10.7% | .0% | .0% | .0% | 8.4% |
| Good | 35.8% | 34.8% | 26.7% | 35.7% | 55.6% | 21.4% | 36.0% | 35.4% |
| Fair | 38.7% | 34.1% | 33.3% | 42.9% | .0% | 57.1% | 40.0% | 37.9% |
| Poor | 16.6% | 20.5% | 13.3% | 10.7% | 33.3% | 21.4% | 24.0% | 17.5% |
| No opinion | .8% | .8% | .0% | .0% | 11.1% | .0% | .0% | .8% |
| **Rate help of counseling** | | | | | | | | |
| Excellent | 31.8% | 24.2% | 50.0% | 42.9% | 44.4% | 14.3% | 32.0% | 31.0% |
| Good | 40.8% | 51.5% | 21.4% | 32.1% | 33.3% | 50.0% | 40.0% | 42.1% |
| Fair | 13.9% | 12.1% | 14.3% | 14.3% | 22.2% | 21.4% | 8.0% | 13.6% |
| Poor | 3.3% | 6.1% | .0% | 3.6% | .0% | .0% | 12.0% | 3.9% |
| No opinion | 10.2% | 6.1% | 14.3% | 7.1% | .0% | 14.3% | 8.0% | 9.3% |
| **Rate overall readiness** | | | | | | | | |
| Excellent | 19.1% | 13.5% | 26.7% | 21.4% | 11.1% | .0% | 16.0% | 17.8% |
| Good | 56.9% | 62.4% | 60.0% | 57.1% | 55.6% | 71.4% | 64.0% | 58.5% |
| Fair | 18.1% | 21.1% | 13.3% | 21.4% | 33.3% | 28.6% | 16.0% | 19.0% |
| Poor | 2.7% | 1.5% | .0% | .0% | .0% | .0% | 4.0% | 2.3% |
| No opinion | 3.1% | 1.5% | .0% | .0% | .0% | .0% | .0% | 2.4% |

**General Evaluations by Gender**

Table 7 reflects very little difference between females and males in overall evaluation scores.

**Table 7 -- Scale of General Evaluations by Gender**

- - Description of Subpopulations - -

Summaries of RATESCAL Scale of General Evaluations
By levels of GENDER Respondent's gender

| Variable | Value | Label | Mean | Std Dev | Cases |
|---|---|---|---|---|---|
| For Entire Population | | | 12.6637 | 3.6651 | 785 |
| GENDER | 1 | Female | 12.7643 | 3.7053 | 471 |
| GENDER | 2 | Male | 12.5127 | 3.6044 | 314 |

Total Cases = 788
Missing Cases = 3 or .4 Pct

p = .3463 Eta Squared = .0011

Table 8 reflects the similarity of answers between genders. However, males were twice as likely as females to score faculty, orientation, and overall readiness as "poor."

**Table 8 -- Individual Evaluation Questions by Gender**

| | Respondent's gender | | Total |
|---|---|---|---|
| | Female | Male | |
| **Rate concern and interest of faculty** | | | |
| Excellent | 17.9% | 18.2% | 18.0% |
| Good | 54.9% | 55.7% | 55.2% |
| Fair | 21.1% | 20.2% | 20.8% |
| Poor | 1.5% | 3.3% | 2.2% |
| No opinion | 4.6% | 2.6% | 3.8% |
| **Rate orientation** | | | |
| Excellent | 9.3% | 7.2% | 8.5% |
| Good | 42.1% | 41.5% | 41.9% |
| Fair | 23.1% | 24.2% | 23.5% |
| Poor | 3.9% | 6.9% | 5.1% |
| No Opinion | 21.6% | 20.3% | 21.1% |
| **Rate registration** | | | |
| Excellent | 8.2% | 8.4% | 8.3% |
| Good | 39.0% | 31.5% | 36.0% |
| Fair | 35.1% | 40.6% | 37.3% |
| Poor | 17.1% | 17.9% | 17.4% |
| No opinion | .6% | 1.6% | 1.0% |
| **Rate helpfulness of counseling staff** | | | |
| Excellent | 33.4% | 28.8% | 31.6% |
| Good | 39.3% | 44.8% | 41.5% |
| Fair | 14.5% | 11.8% | 13.4% |
| Poor | 3.0% | 4.9% | 3.8% |
| No opinion | 9.8% | 9.8% | 9.8% |
| **Rate overall readiness for study at COC** | | | |
| Excellent | 18.4% | 18.3% | 18.3% |
| Good | 58.5% | 56.2% | 57.6% |
| Fair | 19.0% | 19.6% | 19.2% |
| Poor | 1.5% | 3.3% | 2.2% |
| No opinion | 2.6% | 2.6% | 2.6% |

**General Evaluations by Other Variables**

Table 9 indicates a significantly higher score by those who have a Student Educational Plan versus those who do not. One sociological explanation might be that the plan provides structured guidance, relieving much anomia, or personal normlessness, that would otherwise occur in the students who do not have a plan.

**Table 9 -- Scale of General Evaluations by Educational Plan**

==========

- - Description of Subpopulations - -

Summaries of RATESCAL Scale of General Evaluations
By levels of EDUCPLAN Use counseling help for planning

| Variable | Value | Label | Mean | Std Dev | Cases |
|---|---|---|---|---|---|
| For Entire Population | | | 12.6444 | 3.6759 | 779 |
| EDUCPLAN | 1 | Yes | 13.3497 | 3.2768 | 386 |
| EDUCPLAN | 2 | No | 11.9517 | 3.9117 | 393 |

Total Cases = 788
Missing Cases = 9 or 1.1 Pct

p < .00005 Eta Squared = .0362

Table 10 shows another survey question that resulted in a significant difference in scores. Those who use New Horizons gave the highest overall evaluations to the five questions. The lowest overall scores were given by those who listed Disabled Student Services and those who have never discussed their educational plans with anyone. (Please note that these scores do not reflect dissatisfaction with the specific service listed and probably reflect concerns not overtly addressed by this survey.)

**Table 10 -- Scale of General Evaluations by Help in Educational Planning**

- - Description of Subpopulations - -

Summaries of RATESCAL Scale of General Evaluations
By levels of EDUCHELP Services used for educational planning

| Variable | Value | Label | Mean | Std Dev | Cases |
|---|---|---|---|---|---|
| For Entire Population | | | 12.6358 | 3.5428 | 670 |
| EDUCHELP | 1 | None used | 11.6595 | 4.0138 | 279 |
| EDUCHELP | 2 | Academic counseling | 13.1402 | 2.9330 | 271 |
| EDUCHELP | 3 | Career Center | 14.0333 | 2.7478 | 30 |
| EDUCHELP | 4 | New Horizons | 17.3333 | 1.5275 | 3 |
| EDUCHELP | 5 | Disabled Stu. Servs. | 11.6000 | 3.4383 | 10 |
| EDUCHELP | 6 | EOPS/CARE | 13.9048 | 3.1766 | 21 |
| EDUCHELP | 7 | Transfer Center | 14.2857 | 2.3015 | 14 |
| EDUCHELP | 8 | H.I.T.E./Honors | 13.7368 | 2.4000 | 19 |
| EDUCHELP | 9 | Other | 13.4783 | 3.7522 | 23 |

Total Cases = 788
Missing Cases = 118 or 15.0 Pct

$p < .00005$ Eta Squared = .0693

Table 11 shows that full-time students reported a higher overall evaluation than part-time students.

**Table 11 -- Scale of General Evaluations by Units Completed this Semester**

==========

- - Description of Subpopulations - -

Summaries of RATESCAL Scale of General Evaluations
By levels of SEMUX2 Units completed this semester

| Variable | Value | Label | Mean | Std Dev | Cases |
|---|---|---|---|---|---|
| For Entire Population | | | 12.6628 | 3.6382 | 777 |
| SEMUX2 | 1 | 11 and below | 12.3071 | 3.9748 | 368 |
| SEMUX2 | 2 | 12 and above | 12.9829 | 3.2783 | 409 |

Total Cases = 788
Missing Cases = 11 or 1.4 Pct

p = .0096 Eta Squared = .0086

Table 12 shows the aggregate score for the five evaluation questions according to the number of paid work hours per week. The more hours a student works, the lower are the reported evaluation scores. This may reflect an increased level of fatigue and stress that accompany the increased responsibilities of work and college.

**Table 12 -- Scale of General Evaluations by Weekly Hours of Paid Work**

- - Description of Subpopulations - -

Summaries of RATESCAL Scale of General Evaluations
By levels of PAIDWX3 Hours of paid work per week

| Variable | Value | Label | Mean | Std Dev | Cases |
|---|---|---|---|---|---|
| For Entire Population | | | 12.6718 | 3.6620 | 783 |
| PAIDWX3 | 1 | 20 and below | 13.1061 | 3.3086 | 311 |
| PAIDWX3 | 2 | 21 to 30 | 12.5491 | 3.5280 | 173 |
| PAIDWX3 | 3 | 31 and above | 12.2910 | 4.0333 | 299 |

Total Cases = 788
Missing Cases = 5 or .6 Pct

p = .0200 Eta Squared = .0100

## EVALUATION OF CAMPUS SERVICES

The format for the following indices of recognition, use, and satisfaction with campus services were developed in Design 9 of the Matriculation Local Research Options Project. The formulae for the indices are as follows:

Recognition Index = B + C + D + E

Use Index = C + D + E

Satisfaction Index = (D + E)/(C + D + E)

Three tables were devised to illustrate the results of these operations. Table 13 shows the data sorted by "Recognition," Table 14 sorts the data by "Use," and Table 15 sorts the data by "Satisfaction."

**Recognition**

Counseling Office was the most highly recognized service, followed by Library, and Placement Testing. The least recognized services were New Horizons, Mental Health Counseling, and Disabled Students Services.

**Table 13 -- Matriculation Services Sorted by Recognition***

| CAMPUS SERVICE | A | B | C | D | E | RECOG | USE | SAT |
|---|---|---|---|---|---|---|---|---|
| Counseling Office | 3.3 | 30.9 | 6.6 | 34.1 | 25.1 | **96.70** | 65.80 | 89.97 |
| Library | 3.8 | 21.1 | 6.2 | 45.1 | 23.7 | **96.10** | 75.00 | 91.73 |
| Placement Testing | 4.9 | 24.4 | 17.0 | 44.1 | 9.5 | **95.00** | 70.60 | 75.92 |
| Financial Aid Office | 7.0 | 68.9 | 4.5 | 10.0 | 9.6 | **93.00** | 24.10 | 81.33 |
| Admissions and Records | 7.0 | 13.6 | 7.4 | 57.1 | 14.9 | **93.00** | 79.40 | 90.68 |
| Computer Lab | 8.2 | 52.0 | 2.6 | 20.1 | 17.2 | **91.90** | 39.90 | 93.48 |
| Career Center | 10.4 | 64.2 | 6.1 | 13.6 | 5.8 | **89.70** | 25.50 | 76.08 |
| Health Center | 12.5 | 71.8 | 1.2 | 10.6 | 4.0 | **87.60** | 15.80 | 92.41 |
| Child Development Center | 12.5 | 81.4 | 0.4 | 3.2 | 2.5 | **87.50** | 6.10 | 93.44 |
| Job Placement Center | 12.6 | 67.2 | 4.5 | 11.1 | 4.6 | **87.40** | 20.20 | 77.72 |
| Math Lab | 12.8 | 56.9 | 4.5 | 13.9 | 11.9 | **87.20** | 30.30 | 85.15 |
| English Lab | 14.7 | 60.0 | 2.4 | 12.9 | 10.0 | **85.30** | 25.30 | 90.51 |
| H.I.T.E./Honors Program | 15.8 | 70.3 | 1.3 | 6.7 | 5.8 | **84.10** | 13.80 | 90.58 |
| Transfer Center | 19.9 | 61.8 | 3.2 | 11.0 | 4.1 | **80.10** | 18.30 | 82.51 |
| EOPS/CARE Office | 29.2 | 62.8 | 1.5 | 2.5 | 4.1 | **70.90** | 8.10 | 81.48 |
| Disabled Students Service | 31.9 | 63.4 | 0.9 | 2.1 | 1.6 | **68.00** | 4.60 | 80.43 |
| Mental Health Counseling | 33.3 | 62.4 | 1.1 | 1.3 | 1.9 | **66.70** | 4.30 | 74.42 |
| New Horizons Program | 49.1 | 48.2 | 0.5 | 1.1 | 1.2 | **51.00** | 2.80 | 82.14 |

*all figures are percentages.

**Use**

Regarding use, Admissions and Records scored the highest, followed by Library, and Placement Testing. The least used services were New Horizons, Mental Health Counseling, and Disabled Students Services.

**Table 14 -- Matriculation Services Sorted by Use***

| CAMPUS SERVICE | A | B | C | D | E | RECOG | USE | SAT |
|---|---|---|---|---|---|---|---|---|
| Admissions and Records | 7.0 | 13.6 | 7.4 | 57.1 | 14.9 | 93.00 | **79.40** | 90.68 |
| Library | 3.8 | 21.1 | 6.2 | 45.1 | 23.7 | 96.10 | **75.00** | 91.73 |
| Placement Testing | 4.9 | 24.4 | 17.0 | 44.1 | 9.5 | 95.00 | **70.60** | 75.92 |
| Counseling Office | 3.3 | 30.9 | 6.6 | 34.1 | 25.1 | 96.70 | **65.80** | 89.97 |
| Computer Lab | 8.2 | 52.0 | 2.6 | 20.1 | 17.2 | 91.90 | **39.90** | 93.48 |
| Math Lab | 12.8 | 56.9 | 4.5 | 13.9 | 11.9 | 87.20 | **30.30** | 85.15 |
| Career Center | 10.4 | 64.2 | 6.1 | 13.6 | 5.8 | 89.70 | **25.50** | 76.08 |
| English Lab | 14.7 | 60.0 | 2.4 | 12.9 | 10.0 | 85.30 | **25.30** | 90.51 |
| Financial Aid Office | 7.0 | 68.9 | 4.5 | 10.0 | 9.6 | 93.00 | **24.10** | 81.33 |
| Job Placement Center | 12.6 | 67.2 | 4.5 | 11.1 | 4.6 | 87.40 | **20.20** | 77.72 |
| Transfer Center | 19.9 | 61.8 | 3.2 | 11.0 | 4.1 | 80.10 | **18.30** | 82.51 |
| Health Center | 12.5 | 71.8 | 1.2 | 10.6 | 4.0 | 87.60 | **15.80** | 92.41 |
| H.I.T.E./Honors Program | 15.8 | 70.3 | 1.3 | 6.7 | 5.8 | 84.10 | **13.80** | 90.58 |
| EOPS/CARE Office | 29.2 | 62.8 | 1.5 | 2.5 | 4.1 | 70.90 | **8.10** | 81.48 |
| Child Development Center | 12.5 | 81.4 | 0.4 | 3.2 | 2.5 | 87.50 | **6.10** | 93.44 |
| Disabled Students Servic | 31.9 | 63.4 | 0.9 | 2.1 | 1.6 | 68.00 | **4.60** | 80.43 |
| Mental Health Counseling | 33.3 | 62.4 | 1.1 | 1.3 | 1.9 | 66.70 | **4.30** | 74.42 |
| New Horizons Program | 49.1 | 48.2 | 0.5 | 1.1 | 1.2 | 51.00 | **2.80** | 82.14 |

*all figures are percentages

**Satisfaction**

The services that received the highest satisfaction scores were Computer Lab, Child Development Center, and Health Center. The lowest satisfaction scores were received by Mental Health Counseling, Placement Testing, and Career Center.

**Table 15 -- Matriculation Services Sorted by Satisfaction***

| CAMPUS SERVICE | A | B | C | D | E | RECOG | USE | SAT |
|---|---|---|---|---|---|---|---|---|
| Computer Lab | 8.2 | 52.0 | 2.6 | 20.1 | 17.2 | 91.90 | 39.90 | **93.48** |
| Child Development Center | 12.5 | 81.4 | 0.4 | 3.2 | 2.5 | 87.50 | 6.10 | **93.44** |
| Health Center | 12.5 | 71.8 | 1.2 | 10.6 | 4.0 | 87.60 | 15.80 | **92.41** |
| Library | 3.8 | 21.1 | 6.2 | 45.1 | 23.7 | 96.10 | 75.00 | **91.73** |
| Admissions and Records | 7.0 | 13.6 | 7.4 | 57.1 | 14.9 | 93.00 | 79.40 | **90.68** |
| H.I.T.E./Honors Program | 15.8 | 70.3 | 1.3 | 6.7 | 5.8 | 84.10 | 13.80 | **90.58** |
| English Lab | 14.7 | 60.0 | 2.4 | 12.9 | 10.0 | 85.30 | 25.30 | **90.51** |
| Counseling Office | 3.3 | 30.9 | 6.6 | 34.1 | 25.1 | 96.70 | 65.80 | **89.97** |
| Math Lab | 12.8 | 56.9 | 4.5 | 13.9 | 11.9 | 87.20 | 30.30 | **85.15** |
| Transfer Center | 19.9 | 61.8 | 3.2 | 11.0 | 4.1 | 80.10 | 18.30 | **82.51** |
| New Horizons Program | 49.1 | 48.2 | 0.5 | 1.1 | 1.2 | 51.00 | 2.80 | **82.14** |
| EOPS/CARE Office | 29.2 | 62.8 | 1.5 | 2.5 | 4.1 | 70.90 | 8.10 | **81.48** |
| Financial Aid Office | 7.0 | 68.9 | 4.5 | 10.0 | 9.6 | 93.00 | 24.10 | **81.33** |
| Disabled Students Service | 31.9 | 63.4 | 0.9 | 2.1 | 1.6 | 68.00 | 4.60 | **80.43** |
| Job Placement Center | 12.6 | 67.2 | 4.5 | 11.1 | 4.6 | 87.40 | 20.20 | **77.72** |
| Career Center | 10.4 | 64.2 | 6.1 | 13.6 | 5.8 | 89.70 | 25.50 | **76.08** |
| Placement Testing | 4.9 | 24.4 | 17.0 | 44.1 | 9.5 | 95.00 | 70.60 | **75.92** |
| Mental Health Counseling | 33.3 | 62.4 | 1.1 | 1.3 | 1.9 | 66.70 | 4.30 | **74.42** |

*all figures are percentages

It is noteworthy that even the lowest satisfaction scores were relatively high, with the lowest score over 74 percent. Satisfaction scores may reflect independent realities, outside of the control of college staff. For example, the current structure of job opportunities in the economy may result in lower evaluations of Career Center, and personal problems outside of the scope of Mental Health Counseling may result in lower satisfactions scores. Further research, including in-depth interviews with staff and students may be necessary to address these issues.

Overall, with the exception of services that help a very specialized population, the recognition, use, and satisfaction with campus services were quite high. Students appear to be not only aware of campus services, but they also use them frequently, and are satisfied with their experiences.

**Evaluation of Campus Services by Day/Evening Students**

Table 16 examines the indices as reported by day and evening students. The morning students reported highest recognition of Library, Counseling, and Placement Testing. New Horizons, Mental Health, and EOPS/CARE scored the lowest recognition among morning students. The evening students reported highest recognition of Counseling, Placement, and Library. New Horizons, EOPS/CARE, and Disabled Students Services score the lowest recognition among evening students (although all were 49.6 percent or above in both groups).

Regarding use, morning students reported Library, Admissions and Records, and Placement as the highest. New Horizons, Mental Health, and Disabled Student Services scored the lowest. Evening students reported the highest use of Admissions and Records, Library, and Counseling. New Horizons, Mental Health, and Disabled Students Services scored the lowest use among evening students.

Morning students reported the highest satisfaction with Child Development Center, Library, and Computer Lab. New Horizons, Placement Testing, and Mental Health scored the lowest satisfaction. Evening students reported the highest satisfaction with H.I.T.E./Honors, Health Center, and Computer Lab. Career Center, Mental Health, and Math Lab scored the lowest (although all scored 66.7 percent or above in both groups).

**Table 16 -- Matriculation Services Rated by Day/Evening Students***

| | Recognition | | | Use | | | Satisfaction | | |
|---|---|---|---|---|---|---|---|---|---|
| | A.M. | P.M. | all | A.M. | P.M. | all | A.M. | P.M. | all |
| Admissions/Records | 93.4 | 92.4 | 93.0 | 79.4 | 79.4 | 79.4 | 89.9 | 91.8 | 90.7 |
| Placement Testing | 96.1 | 93.7 | 95.0 | 76.0 | 62.8 | 70.6 | 72.6 | 81.7 | 75.9 |
| Counseling Office | 97.3 | 95.7 | 96.7 | 65.2 | 66.5 | 65.8 | 91.0 | 88.7 | 90.0 |
| Financial Aid Off. | 94.4 | 90.8 | 93.0 | 25.8 | 21.4 | 24.1 | 79.5 | 84.6 | 81.3 |
| Child Devlp. Cntr. | 89.1 | 85.0 | 87.5 | 5.2 | 7.3 | 6.1 | 96.2 | 90.4 | 93.4 |
| Health Center | 89.8 | 84.0 | 87.6 | 17.8 | 12.6 | 15.8 | 89.9 | 96.0 | 92.4 |
| Mental Hlth Couns. | 66.1 | 67.4 | 66.7 | 4.2 | 4.3 | 4.3 | 73.8 | 76.7 | 74.4 |
| Library | 97.8 | 93.7 | 96.1 | 80.7 | 66.8 | 75.0 | 93.1 | 89.4 | 91.7 |
| Transfer Center | 82.7 | 76.2 | 80.1 | 17.9 | 18.9 | 18.3 | 81.6 | 84.1 | 82.5 |
| H.I.T.E./Honors | 86.7 | 80.3 | 84.1 | 15.1 | 11.9 | 13.8 | 85.4 | 100.0 | 90.6 |
| Computer Lab | 95.0 | 87.1 | 91.9 | 46.0 | 30.7 | 39.9 | 92.8 | 94.5 | 93.5 |
| English Lab | 88.6 | 80.2 | 85.3 | 28.3 | 20.7 | 25.3 | 89.1 | 93.7 | 90.5 |
| Math Lab | 89.7 | 83.3 | 87.2 | 32.3 | 27.2 | 30.3 | 89.2 | 78.3 | 85.2 |
| EOPS/CARE Office | 4.8 | 65.1 | 70.9 | 8.9 | 6.9 | 8.1 | 79.8 | 85.5 | 81.5 |
| New Horizons | 49.6 | 53.2 | 51.0 | 2.1 | 4.0 | 2.8 | 66.7 | 92.5 | 82.1 |
| Disabled Stu. Ser. | 69.9 | 65.3 | 68.0 | 4.6 | 4.7 | 4.6 | 80.4 | 78.7 | 80.4 |
| Career Center | 92.0 | 85.8 | 89.7 | 28.6 | 20.6 | 25.5 | 76.2 | 76.2 | 76.1 |
| Job Placement Cnt. | 90.2 | 83.4 | 87.4 | 22.2 | 17.3 | 20.2 | 74.3 | 85.0 | 77.7 |

*all figures are percentages

## TRENDS IN OPEN-ENDED RESPONSES

The last section of the survey gave students the opportunity to answer the questions:

1) What would you like to tell the administrators of the college?
2) What would you like to tell the faculty of the college?

The resultant 634 responses (388 to administrators; 246 to faculty) were entered into a database. Answers over 108 characters in length were abbreviated. For the purposes of comparison and manageability, the responses were then divided into broad categories (as outlined in Table 17 and presented verbatim in the appendix).

**Table 17 -- Frequency Distributions of Open-ended Responses**

COMMENTS TO ADMINISTRATORS

| Value Label | Category | Frequency | Valid Percent |
|---|---|---|---|
| Parking | 1 | 21 | 5.41 |
| General compliments | 2 | 83 | 21.39 |
| Registration | 3 | 47 | 12.11 |
| Faculty | 4 | 15 | 3.87 |
| Promotion of services | 5 | 10 | 2.58 |
| Classes | 7 | 45 | 11.60 |
| Activities/services | 8 | 56 | 14.43 |
| Counseling | 9 | 30 | 7.73 |
| Costs | 10 | 14 | 3.61 |
| Admissions/records | 11 | 10 | 2.58 |
| Security/lighting | 12 | 23 | 5.93 |
| Misc Recommendations | 13 | 34 | 8.76 |
| | . | 425 | Missing |
| No comment | 6 | 33 | Missing |
| | Total | 788 | 100.0 |

Valid cases 388

COMMENTS TO FACULTY

| Value Label | Category | Frequency | Valid Percent |
|---|---|---|---|
| Unqualified positive | 1 | 140 | 56.9 |
| Recommendations | 2 | 77 | 31.3 |
| Qualified positive | 3 | 29 | 11.8 |
| | . | 511 | Missing |
| No comment | 4 | 31 | Missing |
| | Total | 788 | 100.0 |

Valid cases 246

Comments to the administrators fell into 12 groups, whereas comments to the faculty, whose scope of responsibility is much more limited, were accommodated by three categories.

**Comments to Administrators**

Although positive comments can be found in most of the response categories, the one entitled "general compliments to administrators" (category 2) is dedicated to favorable comments not linked to a particular service. The most student feedback to the administrators, over 21 percent, is in this form of general compliments (i.e. "You're doing a great job," "Keep up the good work," "Thank you for your involvement").

The remaining categories represent from 10 to 56 responses each. Some categories contain comments which are very homogenous, while others contain responses which are quite diverse, linked in only very general terms.

It is suggested that the reader review the comments in their original form (see appendix). The following are presented to give a sample of the topics discussed:

(1) **Parking** -- all 21 students responding had negative comments, nine of which expressed specifically that parking is inadequate in size and proximity;

(3) **Registration** -- 45 of the 47 comments were unfavorable, characterizing the registration process as taking too long, being understaffed and unfair. Thirty percent of the students recommended implementing a telephone

registration system;

(4) **Faculty** -- only three of the 15 students responding gave positive comments. Of the remaining 12, only three spoke to the same issue - their belief that full-time faculty to be better than part-time;

(5) **Promotion of Services** -- all of the 10 comments noted a need for more information;

(7) **Classes** -- 37 of the 45 student answers related to a need for additional and more-varied classes. Seven of this number phrased their requests generically (i.e. "more classes"), while 12 specified the class additions to be at night, and 18 requested classes in specific subjects. The remaining eight responses were assorted recommendations.

(8) **Activities and Services** -- this broad-spectrum category attracted a wide variety of suggestions. The most frequent comments (nine of 54) referred to improvements needed in the library. Other responses covered dozens of topics running the gamut from more free swim time, to improving orientation, to having ATMs on campus, to replacing dry erase boards.

(9) **Counseling** -- six of 30 students found COC counselors helpful, 10 others wanted more counseling services provided, and the balance wanted improvements;

(10) **Costs** -- 11 of the 14 comments related to stabilizing fees or reducing the price of textbooks;

(11) **Admissions and Records** -- eight of the 10 students who commented felt A/R personnel to be rude or unfriendly;

(12) **Security and Lighting** -- virtually all of the 23 responses characterize either security or lighting to be inadequate;

13) **Recommendations for Administrators** -- three quarters of the 34 suggestions relate to issues of personality rather than policy, that is, administrators are requested to be more friendly, caring, and involved with students.

**Comments to Faculty**

As noted above, the number of categories for comments to the faculty was limited to three. Students responses were characterized as compliments, recommendations or a combination of both.

The faculty fared very well in the opinion of the 246 students who responded, netting 140 comments (56.9%) of an "unqualified positive" nature.

An additional 29 positive responses (11.8%) were also given which were deemed "qualified," because they were conditioned by a recommendation for further improvement or indicated that "some" rather than "all" faculty excelled.

The remaining third of the responses were solely recommendations, which were divided between issues of personality styles and classroom management.

# APPENDIX

College of the Canyons, 26455 Rockwell Canyon Road, Santa Clarita, CA 91355 • (805) 259-7800

*Celebrating Twenty-five Years of Opportunity, Growth & Achievement*

TO: March 3, 1995

FROM: Carter Doran, Vice President of Instruction and Student Services C. Doran

Audrey Green, Matriculation Coordinator A Green

Scott Dixon, Adjunct Faculty - Sociology S. Dixon

RE: **STUDENT SURVEY**

We request your assistance with a Matriculation research project to determine student perceptions and satisfaction with programs and services offered by the college. Your class has been chosen on the basis of day, time and demographic composition.

Please take 10 - 12 minutes of your _____ a.m./p.m. Tuesday class to have your students complete the enclosed survey. **We request that you administer the survey on Tuesday, March 14th**.

---

INSTRUCTIONS:

1. Distribute the surveys.
2. Read the following statement:

> **College of the Canyons requests your assistance to assess our programs and services. Please take a few moments to read the instructions at the top of the survey and respond to the 23 questions. If you completed the survey in your morning class, please do not complete another survey.**

3. Collect the surveys and place the completed ones in the envelope provided.
4. Return the envelope to the campus mailbox of: **Scott Dixon**, Adjunct Faculty by Friday, March 17th.

---

A report of the survey results will be prepared for the Matriculation Advisory Committee and a presentation is planned for either Opening Day or FLEX.

Should you have any questions about the survey or the process, please contact either Scott Dixon at extension 378 or Nancy Mattice at extension 328.

Thank you for your assistance with this project.

Enclosures

**SANTA CLARITA COMMUNITY COLLEGE DISTRICT**

Superintendent-President: Dr. Dianne G. Van Hook • 25th Anniversary Honorary Chairman: George Pederson, Mayor, City of Santa Clarita

Board of Trustees: Bruce D. Fortine • Michele R. Jenkins • Joan W. MacGregor • Ernest H. Moreno • Richard G. Peoples • Student Trustee: Wink Wells

# COLLEGE OF THE CANYONS
# STUDENT SURVEY – SPRING 1995

**The college needs information and opinions from students to evaluate and improve programs and services. Your responses are anonymous. We appreciate your cooperation. Please mark one answer for each question or fill in the blank.**

**1. When was your first semester at College of the Canyons?**

**Year:** *(N = 781)* 13.3% **1995** 34.4% **1994** 20.6% **1993** 12.8% **1992**
7.2% **1991** 3.3% **1990** 2.8% **1989** 5.5% **1988 or before**

**Semester:** *(N = 739)* 34.4% **Spring** 6.5% **Summer** 59.1% **Fall**

**2. What year did you graduate from high school?** *N = 724 (see appendix for response distribution)*

**3. How old are you?** *N = 785 / mean = 23.54 / median = 20.0*

**4. How many units will you complete this semester?** *N = 777 / mean = 10.37 / median = 12.0*

**5. How many units have you completed at College of the Canyons prior to this semester?** *N = 742 / mean = 23.13 / median = 15.0*

**6. Gender:** *(N = 785)* 60.0% **Female** 40.0% **Male**

**7. What is your residential zip code?** *N = 772 (see appendix for response distribution)*

**8. Which best describes your ethnic/nationality background?** *(N = 756)*

| | | | |
|---|---|---|---|
| 69.7% | White Non-Hispanic | .9% | Indian Subcontinent |
| 11.2% | Mexican, Mexican/American | .8% | Japanese |
| 1.9% | Central American | .8% | Korean |
| 2.1% | South American | .5% | Vietnamese |
| 2.6% | Other Hispanic | 1.1% | Other Asian |
| 2.0% | Black Non-Hispanic | .5% | Pacific Islander |
| .3% | Chinese | 1.2% | American Indian/Alaskan Native |
| 1.9% | Filipino | 1.3% | Middle Eastern |
| | | 1.2% | Other Non-White |

**9. Were your born in the United States?** *(N = 787)* 87.3% **Yes** 12.7% **No**

**10. Are you a citizen of the United States?** *(N = 784)* 93.2% **Yes** 6.8% **No**

**11. Are you enrolled in ESL courses this semester?** *(N = 773)* 1.0% **Yes** 99.0% **No**

**12. How many hours of work are you paid for each week?** *(N = 783)*

16.2% **None** 2.6% **1 to 5** 2.9% **6 to 10** 5.1% **11 to 15**
12.9% **16 to 20** 22.1% **21 to 30** 24.6% **31 to 40** 13.5% **41 or more**

**13. Have you worked with a counselor to develop a plan to achieve your educational objectives, known as a Student Educational Plan?** *(N = 779)*

49.6% Yes 50.4% No

**14. Which of the following best describes your current educational goal?** *(N = 743)*

| | | | |
|---|---|---|---|
| 62.9% | Transfer with AA degree | .7% | Vocational Certificate |
| 14.9% | Transfer without AA degree | .8% | Improve skills for current job |
| 6.2% | AA/AS in a Vocational Area | .7% | Gain job skills for a new job |
| 4.2% | AA/AS General Education | 3.4% | Personal Interest |
| | | 6.3% | Undecided |

**15. Which one of the following campus units do you use most frequently for assistance in selecting and planning your education?** *(N = 670)*

41.6% Have never discussed my education plans with anyone
40.4% Academic Counseling
4.5% Career Center
.4% New Horizons
1.5% Disabled Student Services
3.1% EOPS/CARE
2.1% Transfer Center
2.8% H.I.T.E./Honors
3.4% Other

**16. How would you rate the concern and interest shown in students by the faculty?** *(N = 769)*

18.1% Excellent 55.0% Good 20.9% Fair 2.2% Poor 3.8% No Opinion

**17. How would you rate the orientation for new students?** *(N = 772)*

8.4% Excellent 41.7% Good 23.6% Fair 5.2% Poor 21.1% No Opinion

**18. How would you rate the registration process?** *(N = 773)*

8.3% Excellent 36.1% Good 37.3% Fair 17.3% Poor 1.0% No Opinion

**19. How would you rate the helpfulness of the counseling staff you have come in contact with?** *(N = 770)*

31.6% Excellent 41.3% Good 13.5% Fair 3.8% Poor 9.9% No Opinion

**20. How would you rate your overall readiness for study at College of the Canyons?** *(N = 772)*

18.4% Excellent 57.5% Good 19.3% Fair 2.2% Poor 2.6% No Opinion

# CAMPUS SERVICES

**Please indicate which one of the following statements best describes your experiences with each campus service.**

**Use the following scale:**
**(A) Have never heard of it**
**(B) Heard of it, but have never used it**
**(C) Have used it, but was not satisfied**
**(D) Have used it, and found it helpful**
**(E) Have used it, and found it very helpful**

| | | | | | | *N* |
|---|---|---|---|---|---|---|
| **Admissions and Records** | 7.0% A | 13.6% B | 7.4% C | 57.1% D | 14.9% E | *758* |
| **Placement Testing** | 4.9% A | 24.4% B | 17.0% C | 44.1% D | 9.5% E | *757* |
| **Counseling Office** | 3.3% A | 30.9% B | 6.6% C | 34.1% D | 25.1% E | *760* |
| **Financial Aid Office** | 7.0% A | 68.9% B | 4.5% C | 10.0% D | 9.6% E | *753* |
| **Child Development Center** | 12.5% A | 81.4% B | .4% C | 3.2% D | 2.5% E | *758* |
| **Health Center** | 12.5% A | 71.8% B | 1.2% C | 10.6% D | 4.0% E | *758* |
| **Mental Health Counseling** | 33.3% A | 62.4% B | 1.1% C | 1.3% D | 1.9% E | *750* |
| **Library** | 3.8% A | 21.1% B | 6.2% C | 45.1% D | 23.7% E | *758* |
| **Transfer Center** | 19.9% A | 61.8% B | 3.2% C | 11.0% D | 4.1% E | *754* |
| **H.I.T.E./Honors Program** | 15.8% A | 70.3% B | 1.3% C | 6.7% D | 5.8% E | *758* |
| **Computer Lab** | 8.2% A | 52.0% B | 2.6% C | 20.1% D | 17.2% E | *758* |
| **English Lab** | 14.7% A | 60.0% B | 2.4% C | 12.9% D | 10.0% E | *760* |
| **Math Lab** | 12.8% A | 56.9% B | 4.5% C | 13.9% D | 11.9% E | *756* |
| **EOPS/CARE Office** | 29.2% A | 62.8% B | 1.5% C | 2.5% D | 4.1% E | *758* |
| **New Horizons Program** | 49.1% A | 48.2% B | .5% C | 1.1% D | 1.2% E | *758* |
| **Disabled Students Services** | 31.9% A | 63.4% B | .9% C | 2.1% D | 1.6% E | *752* |
| **Career Center** | 10.4% A | 64.2% B | 6.1% C | 13.6% D | 5.8% E | *759* |
| **Job Placement Center** | 12.6% A | 67.2% B | 4.5% C | 11.1% D | 4.6% E | *763* |

**What would you like to tell the administrators of the college?**
*N = 388* (see appendix for responses)

**What would you like to tell the faculty of the college?** *N = 277* (see appendix for responses)

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## OPEN-ENDED RESPONSES*

### Open-ended Responses to Administrators

(1) Comments and suggestions regarding PARKING

Need more parking.

More parking.

Parking is a mess. The pay lot should not receive better parking.

The only thing I hate on this campus is the parking situation.

Increase parking lot size.

Get more/better parking!

The parking by the softball and baseball fields should be for use by athletes only.

Get a parking structure, please!!

Parking prices in relationship to parking convenience is ridiculous.

The parking sucks.

You need to patrol the parking area more often. Several cars don't have parking stickers.

I don't like the parking.

Better parking.

You need to build more parking levels!!

We need better parking. Ugh!

The parking sucks.

The parking situation is the worst! Why can't lots be fixed during break?

*Names of individuals have been omitted, but are on file in the Office of Institutional Development.

The parking used to be better. Now I have to park in the North 40, and walk two miles to class.

The parking is very bad.

The parking situation is bad. Too crowded. Parking lot too far from classes.

Need better parking area.

## (2) GENERAL COMPLIMENTS to administrators

You are doing a fine job.

Thank you for your assistance.

You've been helpful in regards to my career aptitudes, planning and expressing my voice.

Beautiful campus. Let's keep it that way.

You're doing a good job.

Thank you for a job well done.

Good job.

Keep up the good work.

I appreciate the opportunity to attend COC and the encouragement to achieve my goals.

You have been very helpful.

I am quite satisfied with you.

Keep up the good work.

COC is a great junior college and has a lot to offer its students.

Doing a good job.

The school is run well.

You are doing an excellent job in helping the future of the students.

Keep up the good work.

Keep up the good work.

You're doing a good job. Thanks a bundle!

You are very good in helping and answering my questions.

You are doing a good job.

Good job.

Good job.

Thanks.

You're doing a fine job.

Keep up the good work!

I enjoy COC.

This is an excellent college, and my experience here has been very positive.

You're doing a good job!

COC is helpful as a midway point to a four-year college.

Keep up the good work.

Keep up the good work!

Thanks for making COC one of the best community colleges in the area.

The services given at this school are very good -- a lot to choose from.

Good job!

Thanks for your encouragement and support. I'm really grateful and excited to be here!

Through all my experience with other JCs, this has been the quickest and most helpful.

You are doing a great job.

Good job, guys! A few minor bitches, but good job.

Overall, I have been very satisfied at this school.

At this particular point, there is no problem, and no amending is needed.

You are doing a good job.

Good job.

Thank you for your help.

You're doing a great job.

You are doing a wonderful job.

Thank you for your involvement.

You are doing a good job.

Keep up the good work.

You are doing an excellent job!

Great people.

So far, so good. No problems that I have encountered.

So far, so good.

You are very helpful.

Good administration and helpful staff.

I'm very pleased with most everything.

Doing a great job -- keep it up!

Great work.

Thanks for doing a good job.

Good job.

Best JC around.

I have been a student at other colleges. If I could change the past, I would start at COC.

I enjoy learning in a pleasant setting.

Fine job.

You are very pleasant. Keep up the good work!

Thanks.

Good job! Keep it up!

I enjoy being at COC.

Good job!

Good job.

Excellent job.

This college does a very good job in preparing a student for his/her next move in life.

I've transferred to COC and thought I'd be lowering my education. I was dead wrong.

I am grateful for the opportunity to use the resources at COC as a means of acquiring my goals.

You are very helpful and seem to actually care about individuals.

You are doing a very sufficient deed to fulfill the students' needs and requirements.

Well done!

It's overall pretty good.

Thanks!

Went to other schools to look at options -- people were not as friendly or helpful as here.

You are doing a good job.

I don't believe COC prepares people for a higher education.

You are doing a great job.

## (3) Comments and suggestions regarding REGISTRATION

Stop priority registration on the account of how many units you have or athletic status.

Should not be penalized for missed registration appointment. Telephone registration better.

You guys need to improve the registration process!!

Better registration needed.

Everything fine -- maybe a better registration process, such as by phone.

I think the registration process should be computerized.

Change the registration process. If possible, make it telephone registration.

We need a new registration process.

The number-one problem I have with this college is registration. It takes way too long.

Have a different place to register, with a lot more people.

The registration process is weak, and it takes too long.

Registration needs to be done in a more organized and timely fashion.

There's got to be a quicker and better way to register or switch a class without waiting.

Implement phone registration.

Get phone registration.

We should have phone registration, instead of waiting in line for two hours.

I think registration would go a lot faster if there were more people working at each computer.

We should have phone registration.

We need phone registration.

Make the registration process better!

Get computer and phone registration.

Get a new registration system.

Registration process is not fair to those who have many units and only three or four classes to go.

The registration process needs to be explained/identified before we stand in lines.

Administration will be improved greatly once phone registration is put into effect.

We should have phone registration.

COC should institute phone registration.

Implement a registration by phone system.

Registration books should list degrees available, with classes needed and required.

Some employees at the registration desk are very rude and unprofessional.

I dislike the priority registration given to students with athletic status.

Thank you for having such a wonderful registration process.

Develop phone registration.

Improve your registration process.

Make the registration process quicker -- like it used to be!

Registration by phone would be nice.

Change registration policy regarding graduated students placed at lowest priority.

Seniority registration doesn't work. For two years I've always been scheduled on the last day.

Registration needs to be more organized and quicker.

Need more people working during registration.

I bet if the staff in the registration office worked faster, it would be less painful to register.

Why do we have to wait in line for our registration packets, then again for registration?

You need more people at registration.

Speed up the registration process!

Registration seemed unorganized.

Make registration run more smoothly.

Registration process has improved 100%!

## (4) Comments and suggestions regarding FACULTY

I love this campus and faculty!

Promote better communication between instructors and students.

Boot out _____.

More full-time faculty. They teach better!

I have found after two years being here, it is very hard to find a really good English teacher.

Please grade your faculty for personality!

Find teachers that care for what they are doing, and retire teachers after a certain age.

Excellent night professors.

More doctorates.

There should be more supervision of teachers. Some have become burnt out.

You need instructors who speak English well. It is very hard to understand and they get frustrated.

Overall, the permanent instructors are more willing to accommodate students.

Some of the part-time teachers don't care too much about us students.

_____ is an excellent teacher. He really cares, and has made a difference in my life.

I've had good, if not great, experiences with all but your upper-level English teachers.

## (5) Comments and suggestions regarding PROMOTION of SERVICES

Try to make students more aware of what is available to them.

I realize that most students transfer to CSUN, but I do not find much info about UC schools.

I think an orientation program should be given with lectures about programs, long-term goals.

The students should be made more aware of what programs are available to them.

Doing well -- but students could be informed better.

Send out notices of any changes in the status of the school.

Info about programs like EOPS/CARE, New Horizons and HITE should be more accessible.

Please promote HITE more.

Deadlines for adds, drops, and graduation petitions should be announced more effectively.

Make students more aware of HITE/honors programs. I just found out and am transferring!

## (7) Comments and suggestions regarding CLASSES

Need to set a better program for students.

More art classes.

It would be great if you offered satellite classes from CSUN, for those of us with young kids.

Offer more computer science classes.

Give more units for science labs. We spend a lot of time in lab but hardly get any units.

Make Geology 100 lab class worth more than one unit! It's a tough class.

Administrators, ease off the music department. Quit cutting classes necessary for me to transfer.

There needs to be more class availability and times.

Equip the computer science classes with better hardware.

It would be nice if classes that "go together" did not run concurrently -- stagger times.

More variety of classes should be offered.

Need more Latin America history classes at better times -- not just one class, one day.

Offer more classes later in the semester.

I wish I could get more classes that I need.

I've had trouble making up my schedule because most of the classes I need are closed.

Need more variety of classes.

More classes.

Some classes are not available at night.

Offer more evening classes. More, as well as better variety.

It would be helpful to have more evening classes start at 6:00.

A larger variety of classes need to be offered at night -- like physics and calculus.

Beginning algebra and Biology 107 instructors don't care if you understand the subject.

Offer more night classes -- more time slots -- for working students.

Because of an overflow in Spanish 101, a new class was added -- but on a different day and time!

I think there should be more classes that promote thinking -- like the music classes.

Need more variety of classes in anthropology.

This school is adequate, but needs more specific programs in art and cultural studies.

Develop the physics department now!

Offer a wide variety of classes for night students.

Offer more courses at night on a year-round basis.

I think the nursing program should be expanded.

Assign more evening classes.

I hope to see a wider selection of art classes in the future.

Need more arts/entertainment courses offered.

Give a later evening class for Biology 101.

Hope for more evening classes for more efficient matriculation.

I have taken three 1-unit courses that have required work comparable to a 2- or 3-unit class.

Please add a nutrition class!

There should be more classes for English 101 and college algebra.

Open new P.E. classes or ways of earning credit (roller hockey).

Add more sports classes.

Stop closing classes!

More night classes, please!!

Class availability in the evening is still lean, especially lab science classes.

Add more courses.

## (8) Comments and suggestions regarding ACTIVITIES and SERVICES

We need more activities, like skiing and surfing. That stuff is really important to me.

You should have a better financial aid system. My parents are over the limit, but can't help me.

Please open the student lounge.

HITE is a fabulous program, and helps a great deal.

The placement tests need to be revised.

The placement testing for English is ridiculous.

There should be more employees in the administration offices who are more culturally diverse.

Get more social things going on at the college instead of it being just a place to go to classes.

Why on this sheet are different Asian groups represented, yet white is all thrown together?

Make financial aid easier. It was so difficult for me I became discouraged.

Get an ATM on campus.

Situations like orientation and placement testing are entirely too easy to avoid.

Bring back football.

Everything is great except for the library hours -- it should stay open longer.

Give the golf team more money.

I found the computer lab to be understaffed, which meant dealing with agitated staff.

I think the Transfer Center needs to be a little more helpful.

Improve the library.

I think there should be more live music played in the outdoor patio below the cafeteria.

I think we need to have more activities on campus.

Bring back football.

The Associated Students should be funded for projects.

Keep an open policy for incoming graduates.

The lighting for night courses is poor, and truly unacceptable.

Accept credit cards for registration!

Library closes too early!

Replace some of the dry erase boards that are damaged and hard on my eyes.

EOPS and New Horizons are extremely helpful. Without them, I don't think I'd be in school.

People turning in enrollment forms before placement tests should not have to stand in line.

We need more phones on campus.

First-aid reps should have better knowledge when they give advice.

Consider a larger library and book selection.

I think a football program would boost morale and raise money for other programs.

There needs to be a more extensive Transfer Center where students can get info on their own.

New placement test system.

Upgrade the library.

More staff members are needed in the Veterans Affairs Office.

The orientation was too long. It should be shorter, and more to the point.

Sell more used books in the bookstore.

Better facilities.

Better library needed.

The library selection needs to be updated. We need the most recent publications.

Don't send report cards to my house.

Need more pay phones on campus.

Promote more student and school spirit!

Appendix (page 19)

Accept credit cards when paying for tuition.

Make financial aid a little easier for us less fortunate students.

More free swim time at the pool.

I would like the library to open more hours at night.

Why are night students treated as if they do not matter? We're excluded from everything!

Better library -- more study room and materials.

Prepare new students better in orientation.

Get more funding to have a football team. It could be profitable.

_____ in the computer lab is not helpful, and makes me feel that I'm in the way.

## (9) Comments and suggestions regarding COUNSELING

We need good counseling in the Transfer Center.

We need to be able to speak with a counselor easier.

We need more counselors. Too many students are taking classes they don't need.

It's my first year, and I want to know how I can see a counselor!

The counselors are excellent! _____ and _____ are a big help. Thanks.

Need more current advice on subjects to take for transfer.

More availability of counselors.

More help should be given to direct students to their goals, and completing units.

Get a better counseling system.

I need your help in planning my future.

There should be a mandatory counseling meeting. I never knew about the counseling center.

Better counselors with more information to help.

A previous CSUN advisor had "an attitude" that I have not encountered with COC staff.

Counseling appointments never available for night students.

Make counseling more accessible after 6:00 p.m.

Regarding counselors: if you don't ask, they don't tell all you need to know.

Some of the counselors are not very eager to help. Would be nice to have a friendly face.

I tried repeatedly to get a counseling appointment, but it was never mutually convenient.

More organization in the counseling office. Once you get an appointment, there's indifference.

More evening counseling sessions for students.

Counseling lady very friendly and helpful.

The counselors have been very helpful to me.

The lack of interest in students' needs is noticeable in the counseling department.

_____ is an excellent counselor.

The counselors are very helpful and have always answered all my questions.

You have a great counseling staff.

Give your counselors an attitude check!

Counseling and Admissions need to work together, especially since they are so close.

The new counselor appointment system is great!

Counseling appointments need to be more prompt.

Advise counselors that once a student gets an AA degree, their registration priority hits bottom.

## (10) Comments and suggestions regarding COSTS

It would be nice if, prior to enrollment, a list of class costs could be made available.

Don't raise the price per unit each semester.

Tuition is very high.

Try to lower cost.

Don't allow fees to be raised. This is a community college, after all.

Lower the cost of units.

Don't raise unit prices in the future.

The books are too expensive.

Keep the costs down. Change the books as seldom as possible.

Junior colleges are becoming too expensive (especially textbooks).

Make books cheaper.

Don't raise the price per unit.

Reduce your ridiculously high pay -- increase pay for teachers.

You shouldn't have to pay the health fee if you don't use it.

## (11) Comments and suggestion regarding ADMISSIONS and RECORDS

The employees in your administration office are very rude and unhelpful (esp "_____").

More courteous people should work in the office.

Admissions/Records staff is not very nice. They seem to be disturbed when you ask for help.

Please tell people in the Admissions Office to be more friendly.

I understand the ladies in the Admissions Office are busy, but do they have to be so rude?

Admissions people should try to be more helpful and pleasant to all students.

People in Admissions are rude. They need to be more helpful.

Admissions mumbo jumbo kept me from enrolling for two years.

Please have an earlier opening hour for the Admissions and Records Office.

The Admissions staff could be a little more helpful and friendly.

## (12) Comments and suggestions regarding SECURITY and LIGHTING

More lighting in the lot at night, please.

We need more security for night students, and at the Child Development Center in Canyon Country.

Place put more lights on campus and in library.

I feel that campus security at night is not sufficient, and the lighting is really bad.

Get more security.

Something needs to be done about security on campus.

We need more security at night.

You need more security at night! This is one of the darkest campuses I've ever seen.

Please have more security at night.

Hire more security, and add bright lights on campus and the parking lot.

Security at night should be more visible.

Where did our money for lights go?

You need better security for parking lots.

Need more parking lot security and lighting.

More lighting.

Get more involved with security -- safety should be important!!

Could use more outdoor light late at night. Campus is too dark.

Please supervise parking, because some people could cause accidents.

Would like to see improved security on campus and in parking lot.

We need more security and lighting.

Need more security at night.

The campus lights are off too much at night.

The lighting to and from the parking area is inadequate.

## (13) Miscellaneous comments and RECOMMENDATIONS for ADMINISTRATORS

I'm on grade probation, and feel you have no right to kick me out.

I wish administrators would be more involved in student activities (barbecues, night events).

Lighten up, and be a little more helpful. Some administrators are so rude.

You work too slowly.

I feel you should treat everyone with respect regardless of age.

Enforce Prop. 187. What makes you above taxpayers? Without us you wouldn't survive.

Never limit our opportunities or options.

Be more concerned about students.

Guidance is the power of administration. Lose the politics and guide us.

Concentrate more on academics, less on political correctness (affirmative action, diversity).

Be nicer to students.

I think there should be much higher standards to weed out the incompetent students.

Absences shouldn't affect our grades unless they're excessive.

Move a little faster to accommodate us.

Sometimes you need to be more friendly.

Some of the policies of the college need to meet current needs.

Kindness counts. We are not just students, but paying consumers.

Get more involved with the students by helping to decide what to take.

Cut back on administration jobs and teach. Get on the politicians to quit spending education funds.

Get more involved with the students' education and personal goals. Help advance them.

Need to associate with students more -- possibly more articles on your doings.

Be more friendly.

Don't just answer students' questions the way you want to answer, listen to the questions.

People need to be much nicer.

Get more involved.

Try to be a little more polite.

Need to impress on students to do their best.

Start caring about your students, instead of token words about how they hate fee increases.

Get more involved.

I don't like having to put up with the rudeness of administration.

Spend some money on this place.

Red tape and condescension from administration is impossible to avoid.

More room for real students -- no favors to athletes.

Ask students if they need counseling.

## Open-ended Responses to Faculty

### UNQUALIFIED POSITIVE comments to the faculty

You are doing a fine job.

Keep up the good work.

You have made the class information very practical and applicable to my personal life.

Great job!

You're all so concerned and helpful about the students. Thanks!

Doing a good job!

Good job.

You have wonderful teachers and helpers in the lab.

Good job.

All of my instructors this semester are great. You are doing a great job.

Great job.

Thanks to my instructors, I am succeeding and having the courage to try new things.

The faculty is trying real hard to relate and aid their students. I thank you all.

Good experiences. Thank you.

All of you are very helpful and carry a very uplifting attitude.

You are very educational and helpful.

I'm satisfied!

You've been extremely helpful and interesting. I've have no problems so far.

You're doing a great job!

Keep up the good work.

You're doing a great job.

Thank you for the time and patience to help me as well as many other students here.

You have shown great interest in my education, and are there to answer my questions.

Thank you for the inspiration to learn.

Good job!

Keep up the good work.

Keep up the good work.

You're doing a good job. Thanks a bundle!!

I'm pleased with the college faculty. You've always been helpful.

You are doing a very good job, and seem to help the students, rather than shrug them off.

You are doing a good job.

Continue the good job.

You are all good teachers and very helpful.

You seem to be genuinely concerned about me getting an education, and happy teaching.

So far, my first year has been rewarding and fun.

Excellent job.

I have enjoyed and learned so much here!

Good job.

You are doing a good job.

I am thankful for your time and concern.

You are helpful.

You are doing a fine job.

Keep up the good work.

You are very good teachers.

Good job!

_____ is a great teacher.

You are doing a great good.

Keep doing a good job.

You're good, because you care for the students and their learning.

Thanks.

I've been impressed and very comfortable with the personal tone you bring to the classroom.

Keep up the good work.

Nice job, people.

Keep up the good work.

Thanks for your help and understanding.

Thank you for your help.

Keep up the good work.

Good job.

You are doing a great job.

Good job. Keep it up!

Keep up the good work.

Keep up the good work.

Great job.

I like you better than the faculty at my other college -- you're helpful and polite.

Thanks for everything!

You're good.

The atmosphere at this school is great -- everyone is friendly.

Great job!

From experience at other JC's, you are the most helpful instructors.

You do a good job.

Keep up the good work.

You are doing a great job.

Keep it up.

I think you are very helpful and caring towards the students.

Good job.

Good job.

Thank you, I guess.

You have been very helpful toward my education.

You're doing a great job.

All of you who I've dealt with seem to have a genuine concern for students.

Good job!

You're wonderful!

Good job.

You are all very helpful.

Good work -- considering the conditions you're working under.

Good job.

Thank you for the insight.

You are teaching good.

Keep up the good work.

Great job. Keep it up.

You are doing an excellent job!

Great job!

Keep up the good work!

Keep up your great helpfulness.

You are very good teachers -- nice and helpful.

I have had no problems with any of you. You're very helpful.

You do a superb job academically and with personal development issues.

So far, so good.

I'm very thankful you're here.

You care about what you do. Your lectures are interesting. You are doing a wonderful job.

You are very helpful.

I am quite satisfied.

Thank you. Please keep up the good work (specifically _____ and _____).

Doing great!

Great work.

Thanks for doing a good job!!

You are doing a great job -- friendly, helpful and caring.

Keep up the good work!

Nice job!

Doing well.

I appreciate all your time and assistance, and have admiration for your dedication.

Keep up the good work. I appreciate the extra time spent after class.

You are a nice staff of teachers.

Thank you for the excellent work and time you put into helping us students in our classes.

Thank you.

Keep up the good work.

Good job.

Good job!

Good faculty.

All my teachers so far have been good or very good.

Keep up the good work!

Keep doing a good job.

Fine job.

Thank you for all the help.

Great job!

Good job!

You're very helpful and encouraging.

Good job.

You're doing an excellent job.

Excellent job.

Keep up the good work.

You have made the best of a bad, poorly managed situation. Keep up the good work.

Thank you!

The classes here are more informative and better than any I've taken.

You're doing very well and are helpful during your office hours.

I like going to a college where the professors are open minded.

Doing a great job!

Well done!

_____ is a great teacher!

Thanks!

## RECOMMENDATIONS to the faculty

Review your courses regularly, work harder to achieve reaching student needs.

You would find students more receptive if you would show more interest in them.

Help us some more.

You need to helpful, more understanding, and communicate more with your students.

You should sign add slips when there are more than enough chairs in the class.

There are too many students who carry on, are disruptive and are disrespectful to the teachers.

Most of you need to be more interested in what you are teaching.

I like when you are willing to work with your students.

New teachers -- please don't try to prove yourselves. We'll give you a chance.

Lighten up on the attendance!! We are adults.

More of you need to get involved with students, and interact during class time.

Become more aware of student activities.

Be more friendly.

Have personal contact with your students. Students need your help to understand.

Teach one class at a time.

Stop complaining about your salary!

Be patient with students. Don't discourage them because of illness or health problems.

Some of you need to show more interest. Advice and encouragement would help us a lot!

Be more concerned about your students and be aware that they have personal problems.

There are a couple of teachers who need to help instead of fail the students (_____).

You're all too easy! Challenge your students more and emphasize group work.

You need to care a little more about students' success and be more attentive to questions.

There should be more teachers who are diverse in ethnic and cultural backgrounds.

Be a little more friendly!

Spend more time with students and explain more to us.

More faculty.

Help develop a new attendance system.

If you want to graduate responsible students, you must require responsibility of them.

Take time to learn people by face and name. Be more personal.

Great job! Try being more clear about what you want on assignments. Be more organized.

Never limit our opportunities or options.

Become more involved with individual students and suggest help for their problems.

Challenge students, with an emphasis on writing and theories, instead of the rote.

Make things more exciting!

Be more concerned with students. You are our role models and support.

Make learning more fun and interesting!! You're all boring as hell!

Let students make up tests when they're absent.

You need to create interesting class times, not just lectures day after day.

Keep smiling.

Some of you are great thinkers, but not good when it comes to communicating with students.

Provide more information. Most of my classes are so slow!

Some of the worst teachers I've ever had I've had at COC (except _____).

Get involved with the students and not their grades.

Please, treat us with respect, as you would like us to treat you.

Be concerned a little more with individual student progress.

Be concerned with teaching students -- not just being impressed with your own knowledge.

Care more for your students.

Realize that we do have other classes.

Some of you need to be better prepared for class. I'm disappointed in some instructors.

Some of you are well focused and take keen interest in implementing lectures.

When you care, we can tell.

Quit taking roll all the time.

Cheer up.

When lecturing, write your main points on the board, please!

Realize which students are most interested and give them the extra help they want.

Don't complain so much about the school.

If at all possible, tell students before a cancelled class that there won't be one.

Don't rely so much on grades -- you should see individual achievements of students.

Show more concern for the academic enrichment of your students.

Some of you are arrogant, have too high an opinion or yourself, and are not approachable.

_____ is too dry.

The best teachers are those who love what they teach.

It is wonderful when teachers show interest and learn your name.

Some of you are rude to the point of a personality problem. This should be corrected.

Act as if you care more.

Try not to lose your interest toward teaching.

Appendix (page 36)

You should like the subject you're teaching. If you don't, find another subject or job.

_____ should retire.

Get motivated or get out.

You're here to help students understand, not just to pick up a paycheck.

Make yourselves available to students -- even those in night classes.

_____ is an excellent instructor -- others might learn from her.

Realize that tardiness and absence once in a while cannot be avoided.

Realize that we have more than just your class.

You need to be more observant of your students' needs.

Teach better.

Need to show a little more concern towards students.

## QUALIFIED POSITIVE comments to the faculty

Overall, you show concern for your students.

So far, so good with everyone except _____, who berates our generation as a whole.

Keep up the good work! Make students accountable for spelling, punctuation, etc.

Most of you have been considerate.

Some of you are doing a good job, but need to emphasize student involvement more.

Those of you who are interested in what you teach convey that, and are the best teachers.

I am generally satisfied.

Some of you are great, others need to get real.

Some of you couldn't care less and hardly show up for class (_____ and _____).

95% of the instructors I've had I've been pleased with. You make COC a good school.

You seem to be helpful to a certain degree, but your paycheck seems to be more important.

You are doing a pretty good job.

Except for one, I have enjoyed you all. You are wonderful and very patient teachers.

You're doing a good job, but there are some who seem to not want to be here for the students

You are all doing a pretty good job.

For the most part we have a good faculty, knowledgeable about their subjects.

I have been very satisfied with most of my teachers. At the present time, all of them.

I like some of you, but others need improvement.

Some of you really care about your students. Others could care less.

Most of you are fabulous teachers and intelligent, concerned people.

For the most part, the instructors are very good.

Mostly, I have found the faculty prepared and helpful.

I have had some very terrific teachers over the years. You're basically caring teachers.

You do a wonderful job. Some are a little lax -- need to make some courses more difficult.

For the most part, you're very good. I've been disappointed with some.

Most are helpful and good educators.

You are doing alright.

Some of you are very good, but some of you don't really care about students at all.

I appreciate those who take the time outside of class to help (_____, _____, _____).